

Accounting for my educational influence in working within the Centre for the Child and Family.

Joan Walton February 2010

The development of the Centre should be a collaborative venture between academics and practitioners having a commitment to improving the well-being of children and young people. This was based on an assumption that the provision of effective children's services requires a much closer and more mutually informing relationship between research and practice than currently exists. There was also a recognition that, although in professional circles there is generally an acceptance of the need for multi-disciplinary and inter-professional practice, there needs to be considerable work undertaken to gain the knowledge and skills required to achieve this in practice. A further assumption was that an agreed, clear and explicit value base should inform all work undertaken by the Centre.

The initiating research question that was created at an early stage was:

“How do we develop a research and teaching centre, which supports professionals in their aim to continuously improve their ability to enhance the wellbeing of children, families and communities, through inter-professional and multi-disciplinary work, based on values of equality, participation and social justice?”

Accounting for my educational influence in supporting the Ed.D. programme at Liverpool Hope University.

The programme has at its heart the importance of ethical professional practice. This ethical base is developed, not on knowledge about ethics (important thought that may be), but about the ways in which professional practice relates those who are served by the profession. There will be an international dimension to the curriculum and the cultural variety and variations in exploring key issues will permeate the programme as a whole. (Liverpool Hope University, 2010, p.16).

“Problem-based learning, interpreted in this way, aims to facilitate development in the students of an holistic, interdisciplinary approach to their particular 'problem' in their professional lives. It insists that they develop their research capabilities, particularly relating to networking, within the framework of their analysis of their 'problem'. This approach encourages students to reflect on good practice as the beginning of new theory. It involves them in dialogue about what should be and asks them to consider the nexus between the future and their creation of the future. It therefore fulfils the requirement of a professional doctorate which should be located in challenging current theory through reflection and research on current personal practice. (Limerick, Clarke & Dawes, 1997, p. 263)” (Liverpool Hope University, 2010, p.22).

Limerick, B., Clarke, J. and Daws, L. (1997) 'Problem-based Learning within a Post-modern Framework: a process for a new generation?' *Teaching in Higher Education*, 2(3): 259-272.

Liverpool Hope University (2010) Programme Leading to the Award of Doctor of Education. Draft Definitive Document. Submitted for approval 9th February 2010.
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